

**HISTORY OF THE UNITED STATES I: CONTACT-1877**  
**Fall 2016 21:512:201:03**  
**Tuesday/Thursday 11:30-12:50PM**  
**Center for Urban and Public Service (111 Washington St.) 105**

Professor: Rebecca Lubot  
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Office Hours: Conklin Hall 337, by appointment.

This course is designed to provide undergraduates with a thorough background in the history of the United States from contact through 1877 including: emerging colonial societies; the roots of the American Revolution; federalism, nationalism, and Jeffersonian democracy; Jackson and democratic capitalism; expansion and imperialism; slavery and the Civil War; and Reconstruction. The breadth of the course will allow students to examine US history from many different historical perspectives such as: social, cultural, economic, political, ethical, technological, and environmental. This course emphasizes a "US in the world" perspective, highlighting the US' emergence as a world power over time. The goal of the course is to give undergraduates a basic understanding of both pivotal events in the history of the United States and its diverse people, and to enable undergraduates to begin thinking like historians by participating in debate, weighing evidence (primary and secondary sources), and examining methodology. Students will be honing their writing and analytical reading skills throughout the semester.

**Required Readings:**

Hyser, Raymond M. and J. Chris Arndt. *Voices of the American Past: Documents in US History*. Volume 1. Fifth Edition. Boston, MA: Thomas Wadsworth, 2012.

This book is available to rent through the publisher's website starting in September <http://www.cengagebrain.com/shop/en/US/storefront/US;CMGTJSESSIONID=8vrwXF2ZnTrRBfM7vbwp8GrGzJTshJRcczXTKYFQrVXS7xW11JpPl-682117359?cmd=catProductDetail&entryPoint=storefront&cid=APL1&productID=716575440129584755257160084409117770&messageType=catProductDetail&showAddButton=true> for \$24.49, as well as through Amazon Prime and various other websites. You are also welcome to purchase a new or used edition (the 5<sup>th</sup> edition is currently available to purchase as an eBook through the above link). If you choose to purchase an earlier edition such as the fourth, note that not all of the sources are the same and you are responsible for obtaining and learning the material below.

Additional readings will be available on Blackboard. Students are required to check the "Announcements" section on Blackboard prior to every class.

**Food/Drink Policy:**

Drinks are allowed. Food is prohibited.

**Technology Policy:**

Cell phones must be turned off. No texting. If you must answer your phone during class, speak with me directly in advance. If you use a laptop for note-taking purposes, speak with me at the start of the semester and note that you must sit in the front of the classroom.

**Plagiarism Policy:**

Plagiarism, or the copying of someone else's words or ideas, will not be tolerated in this class. You MUST SIGN the FORM on plagiarism electronically via Blackboard before any assignments will be accepted. Use footnotes or endnotes when citing someone else's work at all times. See appended "Citation FAQ" and "Citation Basics."

**Attendance Policy:**

Attendance is mandatory. Students are expected to attend every class, arrive on time (sign-in before class), and stay for the duration of the class. Leaving early without prior permission will

count as an unexcused absence. Students may be excused for illness, family emergency and similar extreme situations, and religious observance (see the Rutgers Catalog: ([http://catalogs.rutgers.edu/generated/nwk-ug\\_0608/pg23613.html](http://catalogs.rutgers.edu/generated/nwk-ug_0608/pg23613.html))). Documentation must be provided. Absences for work, job interviews, travel, and similar events will not be excused. Unexcused absences will be penalized one (1) mark (out of ten) of the student's attendance grade.

Students who miss eight or more sessions through *any* combination of excused and unexcused absences will not earn credit in this class. Such students should withdraw from the course to avoid an F.

**Participation:**

Ten percentage points of the final grade will be earned for participation. Participation during class discussion is both expected and required, for example: when the professor asks questions directly to the class; when discussing the lectures, media clips and readings; and during organized debate. Your participation grade will reflect the quality and quantity of your in-class contributions as compared with that of your classmates.

**Reading and Written Assignments:**

Students must read the assignment indicated on the syllabus before coming to class on that date, and be prepared to discuss it. Students will answer the questions in the *Voices* text each time there is a reading assignment listed on the syllabus from that text. These will be collected and graded at random times during the semester.

**Paper:**

Students will write a paper on a topic to be announced, based on the lectures and readings. This will be due at the beginning of class on November 17<sup>th</sup>. See "Submission Policy."

**Quizzes:**

Ten percentage points of the final grade will consist of quizzes (announced or unannounced) on the lectures and readings.

**Exams:**

The Midterm Exam will cover the course materials -- all lectures, discussion, media, and reading assignments -- through October 18<sup>th</sup>. The Final Exam on December 20<sup>th</sup> from 11:45AM-2:45PM (in our classroom) will cover all material from October 18<sup>th</sup> through the end of the course. Review sheets will be made available on Blackboard prior to the exams. **IF YOU ARE AWARE OF A CONFLICT YOU NOW HAVE WITH ANY EXAM DATE AS INDICATED ON THE SYLLABUS, DO NOT TAKE THIS COURSE. MAKE-UP EXAMS WILL ONLY BE ARRANGED IF WRITTEN, ACCEPTABLE EXCUSES ARE PROVIDED.** Travel plans do not constitute sufficient reason for missing exams. Students that do not submit both exams will not pass the course.

**Extra Credit:**

No extra credit will be awarded in this class for any reason, with the following exception: We will be debating the merits of the Articles of Confederation and the Constitution in class. These documents (as well as later Amendments to the Constitution) gave some Americans the right to vote. Voting day is the Tuesday after the first Monday in November (November 8, 2016). The last day to register to vote before the General Election is October 9, 2016. At the beginning of class on the date of your midterm exam, and only on that date, I will accept one of the following (which should take approximately the same amount of time): 1) Proof (in the form of a copy of your voter registration card or printed confirmation of your registration) that you have gone through the process of registering to vote. 2) A typed list of the national, state, and local candidates that will appear on the ballot where you currently reside. These copies will be returned to you with your midterm exam (which you will be taking on the same date). *Note: this assignment is not mandatory, nor am I asking who you would, or will be, voting for on Election*

Day. If you choose to participate in the extra credit assignment, I will add ten points to your midterm exam grade.

**Grading Policy:**

Attendance: 10%  
Participation: 10%  
Written Assignments: 10%  
Paper: 10%  
Quizzes: 10%  
Midterm Exam: 20%  
Final Exam: 30%  
TOTAL: 100%

**Class Schedule:**

Week One:

Sept 6            **Introduction**

Sept 8            **Pre-Columbian Civilizations and the Columbian Exchange**  
1. The Spanish Letter of Columbus to Luis Sant' Angel (1493). 2. Images of 16th-Century Native American Life.

Week Two:

Sept 13           **Diverse Beginnings: Introduction to the New World**  
3. Powhatan and John Smith (1608). 4. An Indentured Servant Writes Home (1623). 5. Early New York (1626).

Sept 15           **Early Experiments: English, French, and Dutch**  
6. Jesuit Comparison of French and Native Life (1657–1658). 7. General Considerations for the Plantation in New England (1629). 8. William Bradford on Sickness among the Natives (1633). 9. "Captivity Account" of Mary Rowlandson (1675). 10. The Pueblo Revolt (1680). 11. The Indians and Missions of Florida (1675).

Week Three:

Sept 20           **Early Experiments: English Settlement, Coexistence and Conflict**  
John Demos Unreedemed Captive (Excerpt). 12. A Treaty between the Five Nations and the New England Colonies (1689).

Sept 22           **Imperial Connections: Emerging Colonial Societies**  
13. Petition of an Accused Witch (1692). 14. "Pennsylvania, The Poor Man's Paradise" (1698). 15. Of the Servants and Slaves in Virginia (1705). 16. The Dilemma of New France (1724). 17. New York Slave Conspiracy (1741). 18. Eliza Lucas, A Modern Woman (1741–1742).

Week Four:

Sept 27           **Life in the first half of the 1700s: Colonial Maturation and Conflict**  
19. "Sinners in the Hands of an Angry God" (1741). 20. Chief Canassatego Speaks At the Treaty of Lancaster (1744). 21. Pennsylvania Assembly Comments on German Immigration (1755). 22. The Albany Plan of Union (1754).

Sept 29           **Roads to Revolution**  
23. Edmund Burke on British Motives in the Seven Years' War (1762). 24. "The Pontiac Manuscript" (1763). 26. Account of the African Slave Trade (1788). 27. John Locke on Political Society and Government (1689). 28. Stamp Act Riots (1765).

Week Five:

Oct 4

**Roads continued**

29. Images of Colonial Resistance (1760s-1770s). 30. Ann Hulton, Loyalist View of Colonial Unrest (1774). 31. Englishwoman's Appeal to the People of Great Britain on the Crisis in America (1775). 32. Abigail Smith Adams on the British Occupation of Boston (1775). 33. A Loyalist Perspective on the Coming of the Revolution (1780).

Oct 6

**The American Revolution**

25. "What Is an American?" (1770). 34. Introduction to Common Sense (1776). 35. A Speech against Independence (1776). 36. German Doctor's Account of War and Surgery (1777).

Week Six:

Oct 11

**Securing Independence**

37. Articles of Confederation (1777). 38. The Revolution in Indian Country (1779). 39. The Battle of King's Mountain and Loyalism in the Carolinas (1780). 40. Women's Contributions to the War Effort (1780). 41. European View of the American Revolution (1778/80, 1783). 42. Failure of the Continental Congress (1786). 43. The Northwest Ordinance (1787). 44. Grievances of the Shays Rebels (1786).

Oct 13

**The Federal Experiment (Debate: Articles Versus Constitution)**

Federalist Papers #1. Anti-Federalist Papers #17. U.S. Constitution. The Bill of Rights. 45. Pennsylvania Dissent to the Ratification of the Constitution (1787). 46. Federalist Number 10 (1788).

Week Seven:

Oct 18

**MIDTERM EXAM**

*Voluntary Extra Credit Assignment Due*

Oct 20

**Striving for Nationhood: The Limits of Republicanism**

47. Cato Petitions for His Freedom (1781). 48. Judith Sargent Murray on the Equality of the Sexes (1790). 49. Alexander Hamilton Speaks in Favor of The National Bank (1791). 50. Opposing Views of the Whiskey Rebellion (1794). 51. George Washington's "Farewell Address" (1796). 52. Description of a Conversion Experience at Cane Ridge, Kentucky (1801). 53. Marbury v. Madison (1803). 54. Resolutions of the Hartford Convention (1815).

Week Eight:

Oct 25

**Continued Striving: Political Economy in Jeffersonian America**

55. Military Disaster on the Ohio Frontier (1791). 56. Jefferson's Instructions to Robert Livingston, Minister to France (1802). 57. Heading West with Lewis and Clark (1804). 58. Jefferson and His Opponents (1800, 1807).

Oct 27

**The Emerging Capitalist Nation, Republican Women & Families**

59. Tecumseh on White Encroachment (1810). 60. Margaret Bayard Smith on the Burning of Washington, DC (1814). 61. Tennessee Expansionists on the Adams-Onis Treaty (1819). 62. The Monroe Doctrine (1823).

Week Nine:

Nov 1

**The Rise of Democracy and the Transformation of Political Culture**

63. Fanny Wright on Equality (1830). 64. Daniel Webster's Second Reply to Robert Y. Hayne (1830). 65. Commentary on Elections in Jacksonian America

(1832). 66. The American System (1832). 67. Andrew Jackson's Bank Veto Message (1832).

Nov 3

**Continuing -- Jacksonian Democracy, Native American Removal**

68. The Cherokee Phoenix on Georgia Policy toward the Cherokee (1832). 69. South Carolina Nullifies the Tariff (1832). 70. Images of Jacksonian Politics

Week Ten:

Nov 8

**The Market Economy and Industry in the North**

71. Promoting the Erie Canal (1818). 72. Differing Views of a Changing Society (1827, 1836). 73. Charles G. Finney Describes the Rochester Revival (1830–1831). 74. American Mania for Railroads (1834). 75. "Americans on the Move" (1835). 76. Petition to Integrate the Schools (1842). 77. Women Workers Protest "Lowell Wage Slavery" (1847). 78. "On Irish Emigration" (1852).

Nov 10

**Social Reform**

79. "Appeal to the Coloured Citizens of the World" (1829). 80. William Lloyd Garrison on Slavery (1831). 81. Evidence against the Views of the Abolitionists (1833). 82. Sarah Grimké Argues for Gender Equality (1837). 83. The Temperance Crusade (1818, 1846). 84. "Declaration of Sentiments," Seneca Falls Convention (1848).

Week Eleven:

Nov 15

**Slavery, North and South**

George FitzHugh, "Cannibals All" (Excerpt). 95. The Alabama Frontier (1821). 96. The Trial of Denmark Vesey (1822). 97. A Reaction to the Nat Turner Revolt (1831). 98. The Plantation Labor Force (1838–1839). 99. Labor at the Tredegar Iron Works (1847).

Nov 17

**Inside the Plantation Household, Inside the Slave Community (Paper Due)**

100. Martin Delany and African American Nationalism (1852). 101. A Slave Describes Sugar Cultivation (1853). 102. A Defense of Southern Society (1854). 103. Images of Slave Life (1858, 1860). 104. The Southern Yeomen (1860).

Week Twelve:

Nov 22

**Manifest Destiny and the Westward Experiment**

85. Mid-Nineteenth-Century Images of Race and Nation. 86. Texas and California Annexation (1845). 87. American Description of Mexican Women in Santa Fe (1845). 88. Life on the Overland Trail (1846). 89. Mexican View of U.S. Occupation (1847). 90. Mormons Describe Entering the Salt Lake Valley (1848). 91. Local Reaction to the Gold Rush (1848). 92. Images of Chinese Immigrants (1852, 1860). 93. "Civil Disobedience" (1849). 94. The Question of Cuban Annexation (1853).

Nov 24

THANKSGIVING RECESS – NO CLASS

Week Thirteen:

Nov 29

**The Sectional Challenge**

105. An African American Minister Responds to the Fugitive Slave Law (1851). 106. Southern Review of Uncle Tom's Cabin (1852). 107. American (Know Nothing) Party Platform (1856). 108. Charles Sumner on "Bleeding Kansas" (1856). 109. Chicago Tribune on the Dred Scott V. Sanford Decision (1857). 110. Sensible Hints to the South (1858). 111. Frederick Douglass on John Brown (1859). 112. Cartoonists Depict the Issues of the Day (1857-1860). 113. Inaugural Address of South Carolina Governor Francis Pickens (1860). 114. Northern Participation in the Slave Trade (1862).

Dec 1            **Origins of The Civil War (Debate: North Versus South)**  
115. Mary Boykin Chesnut, The Attack on Fort Sumter (1861). 116. "A War to Preserve the Union" (1861). 117. Jefferson Davis Responds to the Emancipation Proclamation (1862). 118. Images of African Americans in the Civil War (1863, 1864). 119. George Pickett on the "Charge" (1863). 120. New York City Draft Riots (1863). 121. The Southern Home Front (1863).

Week Fourteen:

Dec 6            **The Civil War**  
122. General William T. Sherman on War (1864). 123. Lincoln's Second Inaugural Address (1865). 124. A Northern Teacher's View of the Freedmen (1863-1865). 125. Charleston, South Carolina at the Conclusion of the Civil War (1865). 126. African-Americans Seek Protection (1865).

Dec 8            **Reconstruction and the New South**  
127. Thaddeus Stevens on Reconstruction and the South (1865). 128. A White Southern Perspective on Reconstruction (1868). 129. African American Suffrage in the South (1867, 1876). 130. An African American Congressman Calls for Civil Rights (1874). 131. The Situation for African Americans in the South (1879).

Week Fifteen:

Dec 13           **Conclusion and Review**

Dec 20           11:45AM-2:45PM                    **FINAL EXAM (in our classroom)**

## CITATION FAQ

### What do you need to cite?

Any phrase, sentence or paragraph that you have taken from another source, even if it's a sentence fragment. For example, if you use the phrase "to be or not to be: that is the question," you *must* provide a citation to the relevant page in a published edition of William Shakespeare's play *Hamlet*. As a general rule, if you are using words that someone else wrote, you *must* cite. Failure to do so constitutes plagiarism.

Any information that you found in another source (and isn't common knowledge), even if you paraphrase. For example, if you write something like "almost ten per cent of the adult males in the United States in 1924 were members of the Ku Klux Klan," you have to say where you got that information. If you don't, how do I know that you're not making it up?

As a general rule, you don't have to provide citations for information that we covered in class.

### What happens if you don't cite?

It depends. The highest grade that a term paper without citations will receive is C+. If you quote substantially from another source and do not (a) indicate that it *is* a quote and (b) indicate *where* the quote came from, I will consider this plagiarism. You will receive a zero (0) on the paper and I will submit it to the Dean's office for review.

If you don't know whether you should cite a passage, quote or information, err on the side of caution and cite it.

### What do you need?

As a general rule, you will need a bibliography page, and footnotes or parenthetical notes in text for all of your references. Please use either the University of Chicago/Turabian citation style or follow the basic citation guide on the next page.

## SUBMISSION POLICY

All assignments must be submitted *in hard copy* by the beginning of class, and the paper must also be submitted to **turnitin.com** on Blackboard. No assignments will be accepted after the deadline, *except with prior arrangement*. If you miss a class – and a deadline – due to illness or other excused absence, you *must* inform me, and submit the assignment to **turnitin.com** (to be followed with hard copy at the earliest opportunity). You will not receive credit for assignments *unless* they are submitted to Turnitin.

Assignments must be typed double-spaced in 12-point Times on white paper, stapled or bound in a cover. Handwritten submissions will not be accepted.

All students are required to sign the Rutgers Honor Code Pledge. To receive credit, *every* assignment must have your signature under the following phrase: "On my honor, I have neither received nor given any unauthorized assistance on this examination / assignment."

## PRIMARY AND SECONDARY SOURCES

Historians refer to primary and secondary sources. A primary source is a document, speech, or other sort of evidence written, created or otherwise produced during the time under study, or by a participant. Primary sources offer an inside view of a particular event. Secondary sources provide interpretation and analysis of primary sources. Secondary sources are usually (though not always) written by professional historians and are one step removed from the original event.

## **Citation Basics Book**

### **Bibliography:**

Lears, Jackson. *Rebirth of a Nation: The Making of Modern America, 1877-1920*. New York: Harper Perennial, 2009.

### **Footnote First Reference:**

Jackson Lears, *Rebirth of a Nation: The Making of Modern America, 1877-1920* (New York: Harper Perennial, 2009), 236.

### **Footnote Subsequent References:**

Lears, 113.

Lears, *Rebirth of a Nation*, 113. (If you cite more than one work by this author.)

**Parenthetical Reference:** (Lears, 236)

**Parenthetical Reference (if you use more than one source by this author):** (Lears 2009, 236)

## **Article**

### **Bibliography:**

Rosenfeld, Sophia. "On Being Heard: A Case for Paying Attention to the Historical Ear." *The American Historical Review* 116 (April 2011): 316-334.

*Note that you include the volume number of the journal or publication following the title. Omit it if it is not known.*

### **Footnote First Reference:**

Sophia Rosenfeld, "On Being Heard: A Case for Paying Attention to the Historical Ear," *The American Historical Review* 116, April 2011, 317.

### **Footnote Subsequent References:**

Rosenfeld, 318.

Rosenfeld, "On Being Heard," 320.

**Parenthetical Reference:** As with books.